

# Whalesong

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## UAS research suggests that sea lions need more distance

Glacier Bay mammals disturbed by well-meaning kayakers, boaters

By Matt Miller  
Whalesong Editor

A research project lead by a University of Alaska Southeast instructor suggests that distance restrictions for boaters in Glacier Bay National Park may not be enough to prevent disturbances of resting populations of Steller sea lions.

Beth Mathews, UAS adjunct assistant professor of biology, unveiled the results last week which showed that sea lions may need as much as 180 yards between them and an approaching boat. Currently, federal park standards require that boats approach no closer than 100 yards from South Marble Island, the only sea lion haul-out area within Glacier Bay proper.

The studies were conducted in conjunction with the National Park Service during selected periods in the summers of 1994, 1995, and 1997. Mathews and others observed the sea lions from a blind while taking distance measurements of approaching boats and observing sea lion behavior.

They found that tour boat operators stayed the farthest away and caused fewer disturbances than private boaters and kayakers. Private boats came a little closer and a greater percentage of kayakers came the closest -- sometimes under the 100 yard limit. Mathews' speculates that some kayakers may have difficulty judging distances from very low on the water, and they may become wrapped up in the feeling that they are an innocuous part of the environment.

She concedes that the small number of kayakers observed during the study may not be a completely reliable sample, but she also thinks that the results are still statistically significant.

"Most of the kayakers are interested in doing things the right way," she said while adding that they're usually a very conscientious group.

Mathews and her observers found that about 80 percent of vessels visiting the island had complied with Park Service restrictions and stayed farther than 100 yards away. But, still, more than half of the disturbances to sea lions occurred when boats were outside the 100 yard limit, and -- with only one exception -- all of the disturbances occurred within a distance of 180 yards.

Unexpected sounds also startled sea lions. In one instance, they became active when a charter boat about 350 yards away shut off its engine and an object was later dropped on deck. Mathews believes that sea lions may become acclimated to low noise levels that are fairly constant, but any sudden changes may rattle the animals.

During another observation, Mathews' team was surprised when a float plane taxied around the island and cruised only 150 yards in front of the haul-out, and the sea lions' behavior didn't appear to change noticeably.

"I just thought the sea lions were just going to go nutso from the minute they saw it," said Mathews. The plane taxied by at a fairly steady pace and Mathews thought it was going to get by without a major disturbance. But -- while the plane was still in view of the haul-out -- the pilot began revving up



Photo by Beth Mathews

This boat is too close. A private vessel approaches within 42 yards of the sea lion haul out on South Marble Island in the summer of 1994. After this boat turned around and idled off, the resting sea lions became disturbed and about a dozen jumped into the water.

its engine to take off, and that's when the animals "went crazy."

Mathews was assisted in her project by UAF/UAS student Lara Dzinich, Adriana Cahill and Alex Andrews of UAS, and volunteer Janene Driscoll. Two Park Service employees

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## UAS computer guru is true left-brain/right-brain man

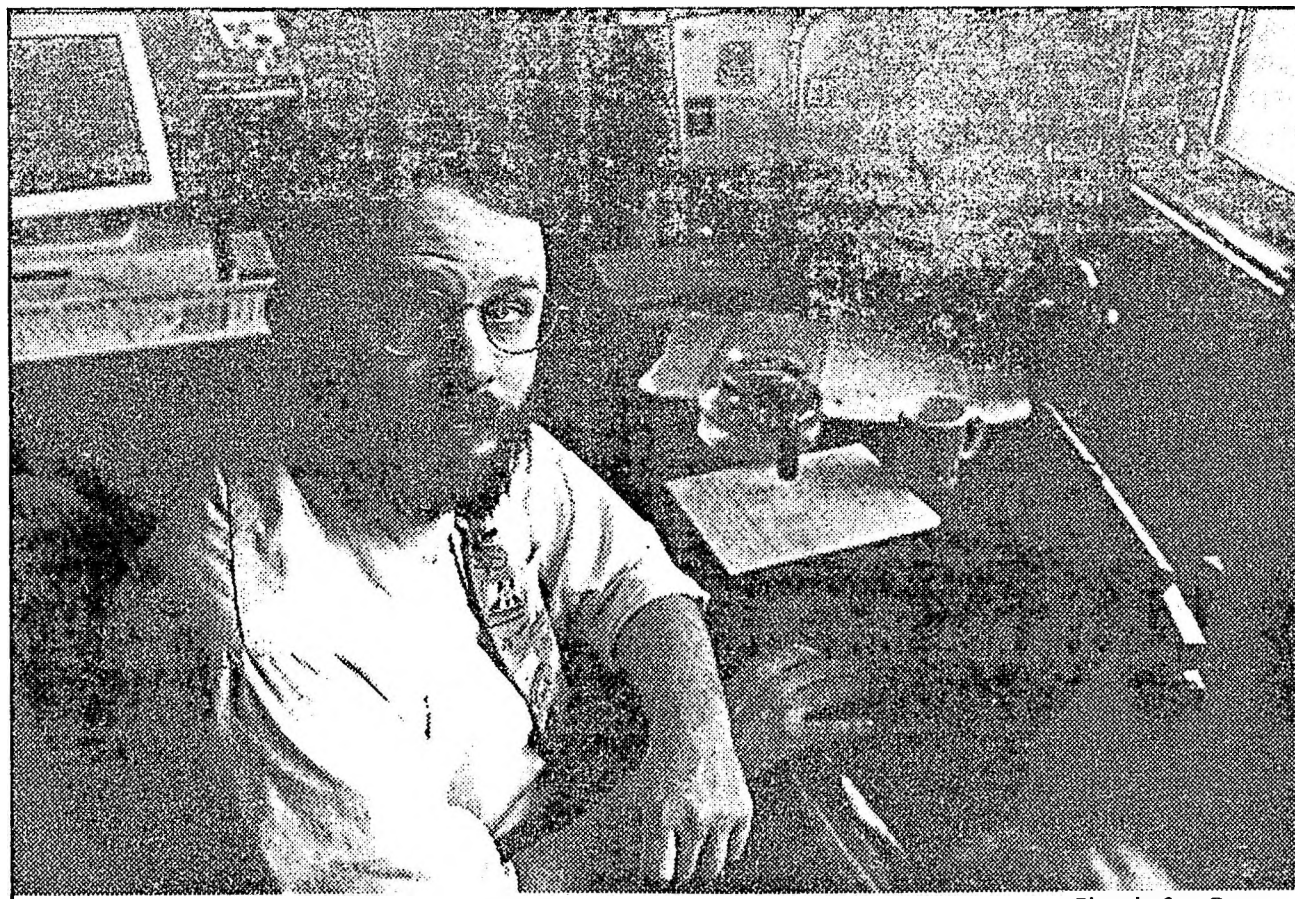


Photo by Sean Damron

Sure, this 'computer nerd' may wrestle with amnesiac gigabytes and flaky network servers on a daily basis. But Micheal Ciri's real interests range from Brunelleschi to Yoda.

By Judy Roberts  
Whalesong Reporter

Micheal Ciri is not your typical computer nerd. The manager of Computer Services and part-time instructor has a wide variety of interests aside from computers, and says that he is one of those people who "would like to learn everything before I die."

Ciri is putting that goal in motion by learning to play the viola, knitting sweat-

ers, and learning how to identify plants, all of which are time-consuming pursuits. His other interests include basketweaving, studying etymology, bird watching, camping, and hiking. He has what seems to be an unending flow of energy, and a wonderful zest for life.

Among Ciri's greatest accomplishments are his drawings and paintings displayed throughout his office backed up by degrees in art. He is also a gourmet chef, an accomplished baker, and last but not

least, he "dabbles" in computers. Learning is definitely a lifetime pursuit for Ciri.

So how did this colorful person become a part of the UAS Computing Services? He first came to the university as a student in 1982, and then became a student assistant in the computer labs for a couple of years. In 1986, a position came open in Computing Services and he applied. Since then, Ciri has worked in a number of different positions in the department until becoming the current manager.

When asked how his computer courses were unique, Ciri said that they were fairly typical, and that he tries to "inject humor and a degree of playfulness into the class." By walking into his office, it is apparent that this is his style. With a bookshelf covered with toys, hats, stuffed bears, and Star Wars "tobies" given to him by his grandmother, playfulness was definitely the atmospheric condition.

Ciri would rather work at UAS than in the private sector for a number of reasons, but mainly because he agrees with the mission of the university to provide education. He believes the university does a spectacular job despite the continuous cuts in funding. If Ciri could change something about the university, then it would be to see a reversal in this trend because he believes that it would breath new life into computing services as well as other struggling programs.

Elmer E. Rasmuson Library  
University of Alaska Fairbanks

## University employee contracts ratified

The University of Alaska Board of Regents earlier this month approved labor contracts with staff and instructors.

During an emergency meeting March 5, regents approved a pair of three-year contracts with the University of Alaska Classified Employees Association and United Academics-AAUP/AFT.

Both agreements are now subject to approval by the Alaska Department of Administration and the monetary terms of the agreements are subject to funding by the Legislature. According to information provided by the UA Administration, the monetary terms for UACEA total \$163,200 for the fiscal year beginning this July. The monetary terms for United Academics total \$59,100 for the current fiscal year and \$1,212,500 for the fiscal year beginning this July.

The agreement with classified employees covers 250 maintenance, service, crafts and trades workers and includes continuation of annual salary step adjustments, and 1.5 percent annual across-the-board salary adjustments, and contributions of \$120 for each employee every year into the union's legal trust fund for an employee's use in non-university related civil matters.

The agreement with instructors and professors covers 700 faculty members located primarily on the university's three main campuses. Terms of the agreement include an across-the-board adjustment and performance-based salary adjustments of three-percent each year over four years, and a post-tenure review process with peer faculty involvement and discipline measures that include termination.

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## Campus Briefs

### Literary contest underway

Judging will start soon for the next issue of *Explorations*, University of Alaska Southeast's literary magazine that highlights the best in poetry, short fiction and art. The deadline for literary submissions was last weekend, and an inventory of entries may take a while.

"For the past five years, they have numbered about 1,000, upwards of 200 in fiction and 800 in poetry," said Art Petersen, UAS professor of English. Last year's call for submissions drew entries ranging from Fairbanks to Hudson, Florida. Along with senior and assistant editor Kathleen Everest, Petersen will be organizing and compiling the entries before they are reviewed by this year's judge, David Ray.

Ray is professor emeritus at the University of Missouri-Kansas City and is an author of 11 books of poetry, including *The Maharani's New Wall*, *Wool Highways*, and *Kangaroo Paws: Poems Written in Australia*.

lia. He has also been published in magazines ranging from *Harper's* to *The Paris Review* and *The New Republic*. He has received numerous awards such as the New England Poetry Club Daniel Varoujan Award and the Allen Ginsberg Poetry Award. He also won the first prize for poetry in *Explorations '97*.

Top prizes of \$500 will each be awarded to winners in the poetry and short fiction categories. Everyone who enters will also receive a copy of *Explorations '98* when it's published in June.

*Explorations* is also an opportunity for UAS students to have their best black and white art published. The deadline for art submissions has been extended to April 15 and Alice Slattery-Tersteeg, professor of art, will be directing the jury process. Prizes will be \$100 for first place, \$50 for second, and \$25 for third place. There are no entry fees for art submissions.

### Women's health workshops continue

A series of free weekly workshops focusing on women's health issues continue next Tuesday after the first program unexpectedly drew a large number of participants.

The first class covered self-esteem building and turnout was "really good," according to UAS Activities Director Tish Griffin. About 30 women reportedly dropped in for the free class. "I never expect that kind of turnout for any educational series," she said.

Griffin said the program is open to the public, but is largely focused on issues that affect older women.

Next week's class will touch on hormonal and life changes. Future sessions will focus on cardiac disease, and proper health care such as exercise and weight control.

Classes are conducted as an educational service by nurses from Airlift Northwest, and they are held each Tuesday evening at 7 p.m. in the Maurant Building's Lake Room.

### Summer schedule released

UAS has published its course schedule for the upcoming summer term. There are nearly a 100 courses ranging from Alaska studies to bear mask carving, field glaciology, examination of The Holocaust, and the law of evidence.

Registration starts April 20 and runs through May 15 at the Office of Records and Registration in the Novatney Building. The first summer session gets underway May 18 and the second session starts July 7. Fees are \$103 for each lower division credit, \$111 for upper division credit, and \$187 for each graduate credit.

Campus briefs are written and compiled by Whalesong and UAS staff.

### If she floats, then you pass the class



Photo by Scott Foster

Gary Bowen, associate dean of faculty, who also oversees career education instruction, looks over the "Carol Ann," a 36-foot fiberglass fishing boat that was sent to the bottom of Gastineau Channel. The boat, now safely ashore and dried out at the UAS Marine Tech Center, will be repaired by students, staff and faculty. They'll replace the engine, repair fuel tanks and put in new wiring. "The goal," Bowen said, "is to make it a working vessel for UAS programs."

### Get involved in the future of YOUR University!

## Community Leader Forum on the FUTURE OF UAS

Come listen to a discussion concerning the future of UAS by a panel of community leaders including: state legislators, CBJ Assembly members, and student leaders.

### Questions directed to panel members will address:

- UAS' role in the community
- the future of UAS in light of recent budget cuts
- how Juneau's legislators can advocate for UA

The public is encouraged to attend and will be invited to ask questions of the panel.

Thursday, April 2, 7:00 pm Maurant Lake Room,  
UAS Auke Bay Campus

A reception will follow the panel discussion.

Hosted by the  
Alaska Young Democrats



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The *Whalesong* editorial staff assumes no responsibility for the content of material written by non-staff members. The views and opinions contained in this paper in no way represent the University of Alaska and reflect only those of the author(s). The editorial staff is solely responsible for content.

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## Viewpoint

### Shouldn't leaders set a higher standard?

By Brenda Shrum  
Whalesong Columnist

I admit it—I'm a political moron. I never used to read the newspaper because it was either too depressing or too boring—I could catch the juicy stuff on Entertainment Tonight! Now, in my quest to become an informed, voting citizen (I think I am referred to as a "constituent"), I doggedly slog through articles with headlines containing terminology such as "legislate," "bill," and "funding" in my determination to become "civic-minded" even if it kills me.

However, it appears I have merely switched channels, from ET to American Journal, so to speak. What exactly is the difference between Hollywood's ET! and the murky waters of Washington, teeming with politicians who not only sling mud, but wallow in it themselves? And why should I care? Isn't gossip juicy no matter where it comes from?

The difference, as we are now annoyingly aware, is that these not-so-titillating indiscretions emanate from the president, Bill Clinton. Lately, if not from the very beginning of his political career, his job consists mainly of providing the fodder for the latest hit movie, tabloid TV, and newspaper. The problem is that I am not entertained anymore.

One woman after another emerges in the role of Clinton's frolic-of-the-month to publicly expose (oops) his sexual indiscre-

tions—Jones, Lewinsky, and Willey. Opinion polls have consistently shown that we stand by our man. After all, it's none of our business, and if Hillary can put up with his sorry tush and let him continue performing (his job, I mean), then we ought to let them work out their own problems as long as he works on our nation's problems. Why do we, as Americans, feel we can separate Bill Clinton the president from Bill Clinton the man, whom even the Rev. Billy Graham, along with the rest of America, forgave with all his "frailties of human nature?"

Well, shoot me down as a judgmental hypocrite if you must, but I can't separate Clinton the man from Clinton the president. He is not one of the Hollywood bad boys, switching leading ladies at every new production; he is the President, our leader. I can forgive him, sure, he is only human after all... but forgiveness is irrelevant when I say I don't want him as my president....

while maintaining grim-faced loyalty in public. But let's face it, she has a lot at stake. He has threatened her career as well. I, on the other hand, only regret voting for him—twice.

Syndicated columnist Ellen Goodman wrote "Americans Reluctant to Pass Judgment," stating "Americans go on stubbornly reiterating their view that (1) the president probably had a sexual relationship with Monica Lewinsky (I would add Jones and Willey) and (2) they approve of the job he's doing."

She cites a book by Alan Wolfe, professor at Boston University, entitled *One Nation, After All* where the author discovered that the vast middle class shares a culture of nonjudgmentalism. "Once upon a time middle-class Americans judged their neighbors harshly if they failed to live up to a common moral code but, as novelists and pop psychologists love to point out, they violated that code in their daily conduct," he says. "Now Americans have revised themselves. However strongly they may judge themselves, they are reluctant to pass judgment on others."

So where does that leave Americans

when confronted with a president who refuses to condemn himself? If he was just a "man," "acting out" in private, we could just forgive him, and understand him, and perhaps offer him advice. Since he is not following our expectations of what a decent, moral person ought to do, we could recommend the following:

1. "Get some counseling, buddy...hey, I know this really good marriage counselor and oh...don't worry, he's a guy."
2. "Perhaps you should join a 12-step group, like Sex Addicts Anonymous. First step, you admit you are powerless over your wee-wee, and that your life has become unmanageable...."
3. Buy a Corvette or a Harley, for God's sake!

But, the president would find it difficult to remain anonymous, and the Corvette and Harley would not work either—besides, those are chick magnets anyway. He cannot condemn himself, and remain president. Hillary cannot condemn him and keep her job. The main problem for Bill is that he doesn't have the option other basically decent people can utilize—he can't say he's sorry. Admitting his faults and making

Continued on page 8

## UA alum calls for better university support

By Rep. Allen Kemplen

The Legislature is about to cut another \$50 million from state funding of common needs. The University of Alaska is on the chopping block. As a graduate of the university, I am both saddened and appalled by this short-sighted approach. We have allowed our legislative leadership to go too far. It's time for supporters of higher education in Alaska to awaken from their political slumber.

We must move beyond the rhetoric of a "fiscal gap" which has become the mantra of those who want to eliminate the public nature of government. What we have is gap of statesmanship, political will and forward-thinking leadership. The Constitutional Budget Reserve Fund, our primary savings account to buffer swings in the price of oil, has \$3.4 billion in it. Last year, the Legislature told the Trustees of the Permanent Fund to take \$824 million of undistributed earnings from the permanent fund and deposit the money into the corpus of the fund. This year, again after paying out dividends to every Alaskan and inflation proofing, the Permanent Fund will have about \$982 million in undistributed earnings. That's almost a billion dollars which the Republican majority is preparing to take away, once again, from supporting public needs of the state by depositing the earnings into the corpus of the fund.

Alaska is a rich state. But conservatives are crying poverty. According to the Institute for Social and Economic Research, Alaska is already back to 1978 in spending per capita for statewide public needs. Yet this is not enough for the extremists who currently control the Legislature.

We must move beyond the current single-minded focus on cutting costs and an Ebenezer Scrooge approach to budgets — hoarding our money while we shiver in our poorly maintained house. It is time to build. It is common wisdom in the business world that one must spend money to make money. We must invest in our knowledge infrastructure to diversify our current economic base to be competitive in the

21st century.

Many people consider a college degree, whether it be vocational, academic, or technical, as essential to both their own and their children's future in a global economy dominated by high technology. Higher education will become even more crucial in the future, when economic and political success will be tied closely to the generation and application of knowledge. We must acknowledge how important a college degree is to an individual's economic success. We must make access to knowledge affordable for all Alaskans.

The university must retain valued faculty — and to bring other outstanding teachers, scholars, and creative artists to the University of Alaska — we must provide incentives that give the university a competitive edge. Increasing the number of endowed chairs and professorships that will give us that edge and contribute to the superior intellectual environment that is the desired end of a great university. We must also ensure that faculty compensation is wholly competitive with our peers.

Alaskans have been focusing on their own immediate well-being, and many seem to have turned their backs on long-term community values and goals. A new, self-centered version of "privatism" is taking precedence over our long-held and cherished notion of the common good. One of the results is a diminished willingness to support through public funds those institutions that seek to serve the community and future generations.

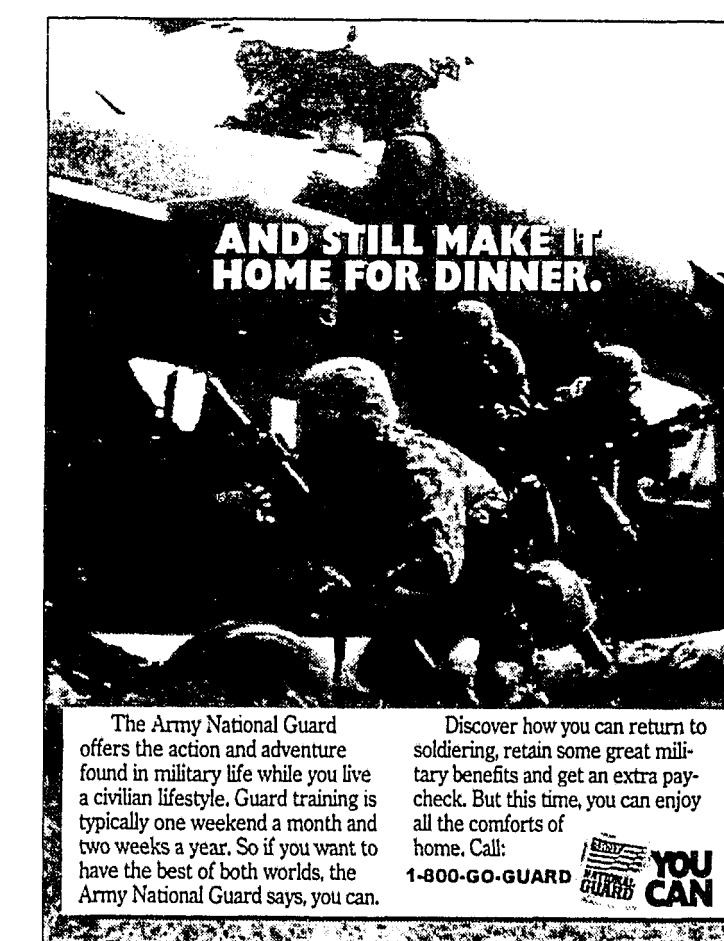
One serious result of those changes is reflected in the attitudes of the Republican Majority leadership as a reduced priority of public funding of education. We must shift our focus from just reducing public expenses to a restoration of investments for the public good. We must move beyond this narrow self-centered view that pervades our civic discussions and establish a common vision of northern prosperity.

We cannot stand idly by as our university is nicked and dimmed to death — all in the name of cost efficiency. It is time for Alaskans who value higher education to raise their voices. They must be loud. The future of our university is in the balance. If you care, do not be silent. Silence is complicity in the

starvation of our university. We must become advocates for increased funding of higher education in Alaska.

Let us proclaim our readiness to fight for the University of Alaska. Let us remind every one of the importance of a world-class higher education system to our future economic prosperity and let us do it with vigor. Let us do it now.

Rep. Allen Kemplen received a Masters of Public Administration degree from the University of Alaska Anchorage in 1984. He's now serving his first term in the Alaska House as a Democrat representing Anchorage.



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# Capital coursework

**Students get credit for being in the thick of Alaska's legislative process**

By Heather Montez  
Whalesong Reporter

University of Alaska interns from Juneau, Fairbanks, and Anchorage are settling into the capitol and they're talking politics. It's the midway point of the legislative session and interns have fully adapted to their new political surroundings. With controversial issues such as subsistence, concealed guns, the death penalty, same sex marriages, abortion, and moving the legislature already being debated, interns have had more than just a taste of politics in their new positions.

University of Alaska Southeast student and political science major Robert Pearson said he was well prepared for the long hours and eating lunches on the run.

"I talked to a former intern before I signed up and it's the best advice I can give to a prospective intern. It really prepares you for what's in store," Pearson said.

Even though the hours are long and the political fire high at times, interns say it is a worthwhile experience.

"Whatever I do after graduation, the experience I'm gaining here will be invaluable," Pearson said.

Interns apply and are selected from their prospective campus with input from a statewide program coordinator. They are then referred to members of the legislative body for placement. During the session interns are given the full responsibilities of a regular legislative aide.

University of Alaska Anchorage intern Douglas Salik said he has been busy doing briefs, proofreading minutes, and preparing his legislator for committee meetings. "I do everything a regular staff member does," said Salik, a political science major.

Although the internship program deals with governmental issues, it's not just political science majors who are taking advantage of the internship opportunity. Kyle Hopkins, a junior and journalism student at the University of Alaska Fairbanks, said he decided to take advantage of the internship because he knew it would be great experience for future employment as a journalist.

"What better place to learn about the government process and the issues of our state than during a legislative session," Hopkins said.

Pearson encourages students, whatever their degrees, to grab the opportunities that an internship can offer. He said any major could benefit from this program.

"There are students up here who are getting degrees in political science, social work, and journalism," Pearson said. "This experience will produce a better-informed person, whichever job you choose for a career."



Photo by Sean Damron

UAS students gather in support of university funding during a recent rally on the steps of the Capitol Building. As well as tackling issues from the position of a concerned constituent, students can also be effective working inside the system as a legislative staffer.

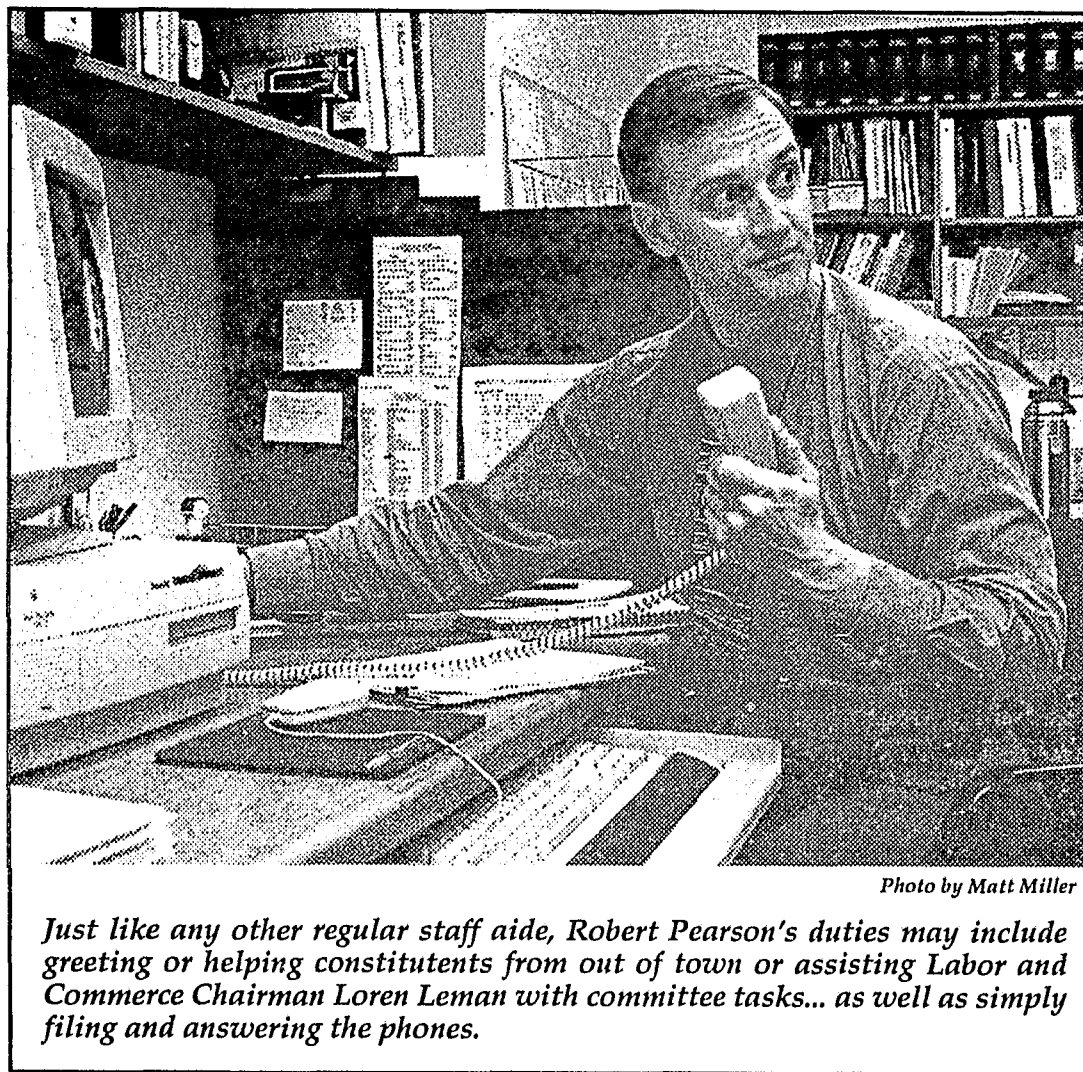


Photo by Matt Miller

Just like any other regular staff aide, Robert Pearson's duties may include greeting or helping constituents from out of town or assisting Labor and Commerce Chairman Loren Leman with committee tasks... as well as simply filing and answering the phones.

their schedules far enough in advance to fit the internship into their program when they are juniors or seniors.

To qualify, students must have good writing and communications skills, be registered at a UA campus in a four-year or graduate degree program, be at least a junior in good standing, and have taken at least a three-credit course in political science during the past five years. Ten positions are allocated between the three campuses on the basis of four for UAA, four for UAF, and two for UAS. All undergraduate and graduate students of any major are encouraged to apply.

Anne O'Brien, an intern from Anchorage, is one of two interns who is doing the internship at a graduate level. She is studying for a masters in social work and has been working a lot with constituents.

"Constituents are very similar to the clients of a social worker," said O'Brien who deals with their concerns on behalf of Senator Johnny Ellis, for whom she works. She said a person's attitude coming into the internship program will make a difference in what they get out of the program.

"You have to have a good attitude and be willing to learn, to tackle things you might not think you could do," O'Brien said.

Gordan Harrison, UAS visiting professor of political science, is coordinating this session's program. Harrison also acts as the academic supervisor for the interns while they are in Juneau and conducts a Saturday internship seminar. He said this year's interns are a very strong, eager group who already have some great experience behind them. Harrison said only eight of the 10 intern positions available this year were filled, due to a lack of qualified candidates applying. He said what happens is many freshman don't plan



Photo by Matt Miller

Staff intern Anne O'Brien goes over the latest university funding proposals with her boss, Anchorage Senator Johnny Ellis.

In fact, Harrison said, interns are selected to include as wide a range of academic disciplines as possible.

You don't have to be a political science major or even aspire to become a legislator to profit from the program. It's very important that people understand that," Harrison said.

All legislators are given the opportunity to participate in the program. Each fall, all 60 legislators are invited to participate. This year, 30 legislators decided to take part in the program. The list of participating legislators is sent to all interns, and the list of interns is circulated to all interested legislators. Each student must then approach any legislator with whom he or she wishes to be placed, and legislators can approach interns who interest them. Harrison said he recommends interns choose a legislator they admire and with whom they know they will be compatible. The intention is to make the process of placement closely resemble the method by which a legislative aide would be employed, and to ensure compatibility between the need of the office and the skills and personality of the intern.

The university also wants to avoid any appearance of partisanship. Harrison says this method usually results in the best matches. "It's amazing how they have spread themselves evenly throughout the Senate and the House and the majority and minority," Harrison said.

The internship program has not always been administered by the university. The program began in the early 80's and was run solely by the legislature, but it did not run as smoothly and was taken over by the university in 1987. The current program is now a partnership between the legislature and university administered by the University. John Pugh, dean of faculty at UAS, said he felt the program wasn't as successful in the earlier years under the legislature because it didn't have the academic connection that it has now.

"Students are able to use the internship towards their degree, and I think that is important," Pugh said. "I also think through the current selection process, the caliber of the interns has improved."

Interns receive 12 hours of upper division credit which includes nine credit hours of internship and three credit hours for the Saturday seminar. Each intern receives a stipend of \$4,000 for the semester which is paid by the university. Each UAA and UAF intern also receives one round-trip, supersaver air fare from their campus to Juneau. Pugh said that even though the plane ticket helps out-of-town students, the high cost of rent in Juneau has made it hard for some students to afford the internship.

Pugh said each year the program has continued to become more accessible to Fairbanks and Anchorage students because more affordable housing has become available.



Photo by Matt Miller

Floor debate on issues may make the biggest headlines, but most of the real work on legislation occurs during the committee process. Here, legislators from the vicinity of UA's three major campuses listen to testimony during a recent meeting of the House State Affairs Committee. Anchorage Representative Ethan Berkowitz, right, poses a question to a constituent as Chairwoman Jeanette James of North Pole, from left, and Representative Kim Elton of Juneau, listen.

Both Pugh and Harrison said the program is a benefit to University of Alaska students and the legislature. Pugh said a significant number of interns have come back for following sessions as regular aides. "Their experience makes them an excellent pool for legislative staff in the future," said Pugh. He said many have gone on to law school or state government. One has even gone on to become a legislator, Rep. Tom Brice of Fairbanks.



# The names behind the buildings at UAS:

## The Soboleff Building pays tribute to Native leader

By Eileen Wagner  
Whalesong Reporter

A list of Walter Soboleff's contributions to Juneau, the state of Alaska, and the Native people of Southeast Alaska would run to many pages. Now 89 years old, he continues to share his stories and observations in a soft-spoken manner.

Walter Soboleff was born in Killisnoo, Alaska in 1908. His grandfather was a Russian Orthodox priest serving in Southeast Alaska. His mother, Anna Hunter, was a Tlingit born in Sitka. His father, Alexander (Sasha) Soboleff, who died when Walter was 12 years old, was the mechanic or engineer of the family. His uncle, Vincent Soboleff, was an accomplished photographer who left hundreds of photos of Tlingit cultural events, Russian Orthodox church events, and the fishing industry.

Walter Soboleff grew up in a rich multicultural atmosphere. He remembers hearing his grandmother speaking German to him, Russian hymns from his time at the mission school in Sitka, and most of all, the Tlingit language and oral tradition of his mother.

His memories of childhood reveal a close-knit and serene picture of loving adults watching over happy, playful children. He remembers how physically close the homes were, the constant interaction of children and adults, the feeling of security and mutual respect. The good memories extended to his school years.

"I had a very happy school experience. My teachers were very good. The U.S. Government School at Killisnoo was a genuine red schoolhouse with a bell, and we each had a little slate to write on."

In the fifth grade, he began to board at the Sheldon Jackson School in Sitka, and continued there through high school.

He doesn't recall being prohibited from speaking Tlingit, although the Sheldon Jackson School expressly forbids the use of Native languages. Possibly, since Soboleff was already bilingual, he didn't suffer the trauma that many Native people did in school. English was just the language of school.

After working at Cold Storage in Sitka and fishing for five years, he en-

rolled at Dubuque University in Iowa. He said that it was not his first choice, that he really wanted to become a medical doctor, but that's where the scholarship money was. He received his B.A. in education from there in 1937, and his Divinity degree in 1940, and began to serve as minister of the Memorial Presbyterian Church in Juneau.

The church, which later merged with the Northern Light United Church, was just two years old when Dr. Soboleff became pastor. The church grew from one Sunday school classroom to nine classrooms and a large chapel. Under his leadership, the church, originally built to serve the Tlingit people, extended such a warm welcome to people of all races, that it came to serve Haidas, Tsimshians, Caucasians, Blacks, and Filipinos, as well as Tlingits.

Dr. Soboleff's return to Juneau in 1940 coincided with a revival of interest in their heritage among Native people. "In 1940, an interest in Tlingit culture started to awaken. People wanted to raise money to build an ANB hall. We had a performance of some of our traditional dances and songs. We rented the Gross-Alaska Theater and I was the emcee. People came from Angoon, Hoonah, and Haines to help. I think that's when people started to appreciate their culture again," he said.

Soboleff served seven terms as president of the ANB, and for years was chairman of its scholarship committee. He also was appointed to the state Board of Education and served as its chairman. For several years he did radio broadcasts of the news in Tlingit, and also broadcast his church service over the radio.

From about 1962 to 1970, Dr. Soboleff began to serve as minister-at-large on the Princeton Hall and other mission boats which served villages that had no resident pastor.

In 1970, he retired from the minis-

try to start and direct an Alaska Native Studies Department at the University of Alaska Fairbanks. He taught Tlingit history, language, and literature until his retirement in 1974. Dr. Soboleff spoke of this part of his life as a very exciting time. "There were 500 Native students, from Barrow to Metlakatla, hungry to know their language and the history of their villages. I was given a generous budget to bring people from villages all over the state to Fairbanks as resource people. The students were so eager, they never missed a class."

*"Culture is always changing. People are always in transition. Some manage it gracefully, and some struggle... One of the first things you change, when a culture changes, is the language. The last thing to go is the food."*

living in a time that will never be experienced again. "Culture is always changing. People are always in transition. Some manage it gracefully, and some struggle. Right now, everyone wants to claim a subsistence lifestyle. One of the first things you change, when a culture changes, is the language. The last thing to go is the food."

The remarkable thing about Dr. Soboleff is that even though he spent years and years of his life in Western schooling, he speaks as if he spent his life outdoors. He once surprised someone in Nome, saying it must be herring season there because the gulls were making a peculiar sound. Sure enough, when they came in sight of the shore, it was "like milk" - full of gulls feeding on herring.

"I used to hear them every day when I walked along the shore in Sitka," he said, but his years in Sitka were school years. He must have learned these things as a young child, and never lost them. "We Natives were the first Audubon Society members," he said with a twinkle in his eye, "we were the first conservationists."

Education is a subject close to Dr. Soboleff's heart. "We need to re-

think the native cycle of education in Alaska. Children need practical knowledge - how to hunt, how to put up fish - they need to know how to adapt to village life when they come back. When they experience what their parents had to go through, they gain a new respect."

A look of deep sadness crossed his face as he said that the recent school board allocation of a small amount of money for Tlingit language instruction in Juneau schools was just "a beginning." The loss of their Native language has had the most devastating impact on Alaska Natives of all the changes they have lived through.

Dr. Soboleff has said, "In the Native culture, your older people are the Native libraries." Walter Soboleff is a library himself. He has been both a participant and an observer of a changing culture. He has lived in two worlds, and continues to help each one understand the other.

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## Virtual University planned

UAS already taking first steps with distance learning

By Kathleen Everest  
Whalesong Contributor

Not everyone can attend an Ivy League university, but it won't be long until most western students will be able to attend The Western Governors' University, the newest Cyber League university with a vision for excellence.

WGU is good news for Alaskans and residents of 15 other western states who want to further their knowledge and skills through distance learning. Few of us have attended an Ivy League university because of logistics, academic requirements, cost, or a combination of these issues. Still, we can picture a traditional Ivy League school. The campus is old with an air of maturity and wisdom, and everywhere are tall, stately brick buildings with walls covered in ivy, set amongst oaks, birches, and maples that lose their foliage in the cold winters.

Now try to picture the latest WGU Cyber League campus. Where is it located? Is the campus large or small? What are the teaching and learning elements of a Cyber League university? Most important, what is a Cyber League school? Come along and learn the latest information and vocabulary associated with Cyber League, otherwise known as the distance learning virtual university. But first, it is important to know who is responsible for such a break-the-mold approach to higher education.

The Western Governors' Association (WGA) is an independent organization of governors from 18 western states, two Pacific-flag territories, and one commonwealth. WGA develops and maintains up-to-date information on a wide range of subjects important to western policy makers, business leaders and educators. In June 1995, WGA unanimously agreed to an unprecedented, all electronic Western Governors' virtual University (WGU). Originally focused to deliver high-tech education throughout the western United States, WGU has already moved toward international involvement. Universities in Great Britain, Japan, and British Columbia are collaborating with WGU to explore opportunities for joint delivery of courses.

The term virtual university may be unfamiliar to many people. First, think of how virtual reality refers to three dimensional computer representation of physical space. Similarly, virtual university represents a three dimensional site, but classes can be taken from anywhere, to anywhere, at any time, using various electronic media. In other words, WGU classes are coming to the student, the student is not going to the classroom.

The WGU is a radical approach to education that will offer a large variety of classes at a reasonable cost. WGU wants to bring education to people in various lifestyles, such as: people in remote areas people who want or need to upgrade their working skills and credentials people who want a new career but their current lifestyle or location does not allow them to get a traditional education.

If you have not heard of the Western Governors' University, you will very soon. Planning and implementation of the WGU under the leadership of Utah Governor Mike Leavitt and Colorado Governor Roy Romer is moving forward at the same rocket speed as the innovative electronic technology it proposes to use. To date, 16 western governors have signed a Memorandum of Understanding to participate in and provide initial financial support toward this remarkable effort to increase educational opportunities for a greater number of people. According to Denise Blankenship, Distance Education Coordinator in Sitka for the University of Alaska, participating states are committed to contributing a one-time fee of \$100,000 and support the development of at least one local student resource center. They must also help in overcoming state and federal barrier and secure funding from a variety of sources.

Now, let's take a look at some of the characteristics of the WGU. Perhaps the most important criteria of any university is accreditation. Without accreditation by a recognized accrediting organization, students may not receive professional licensing when their course work is completed, or their courses may not be transferable to an accredited institution at a later date. Early in the formative stage, the Western Governors' University received support from four regional accrediting commissions to create a joint body called the Inter-Regional Accrediting Committee to review the accreditation of the WGU. This committee makes WGU a model in distance education that assures certain minimum standards will be met and that students receive an accredited education. Just as credits from an accredited traditional university are transferable, the credits and competencies earned through WGU can later be transferred to other accredited traditional or virtual institutions.

This exciting virtual university is emerging so quickly that standards have not been set for electronically offered academic degrees and certificate programs. To meet this need, the Western Cooperative for Educational Telecommunications developed some Principles of Good Practice for Electronically Offered Degree and Certificate Programs. These Principles provide a common framework for addressing the quality of all course work and are intended to help prospective students identify what questions to ask of provider institutions concerning their virtual classes. The Principles of Good Practice help ensure that educational programming delivered to homes, businesses, or other central locations is quality-driven by an accredited institution. It is presumed that the Principles of Good Practice will become the basis for national agreement on the standards for programs offered electronically.

Another new concept in the western virtual university is the Smart Catalog/Adviser, called the nerve center of WGU. This internet-based catalog will list the variety of courses offered by each traditional and non-traditional provider. The catalog will also list convenient times for taking courses and the types of technologies the student prefers such as Internet, CD ROM, satellite, or audio/video conferencing. But most important, the Smart Cata-

Saturday, March 28th

MIME with Michael Lane Trautman in HB 113 at 8 pm. Admission is free to UAS students, faculty, and staff.

Tuesday, March 31st

UAS Weekly Biological Seminar features Dr. Mary Willson on fish and wildlife interactions at noon in the Anderson Building, room 221.

Cafe Maurant Series continues at 7 pm in the Maurant Building.

Women's Hormonal and Life Changes at 7 pm in the Maurant Building's Lake Room.

Friday, April 3rd

Fun Facts Faculty Friday (FFFF) in the Maurant Building at noon.

Couples Workshop featuring Shelton Huetting, M.A., in the Maurant Building's Lake Room at noon. Spring Fling semi-formal dance at the Baranof Hotel's Treadwell Room starting at 8 pm.

Sunday, April 5th

Free UAS/Family Swim at the Pool from 6:30 pm to 8 pm.

Tuesday, April 7th

Cafe Maurant Series, 7 pm.

Women & Self Esteem Building at 7 pm in the Maurant Building's Lake Room.

Friday, April 10th

Adult Golden Egg Hunt at 4:30 pm at the Maurant Building.

Saturday, April 11th

Annual UAS Easter Egg Hunt in the Maurant Courtyard at noon. This one is for children 10 & under of UAS students, faculty, and staff.

Monday, April 13th

UAS Student Government Election Debate in the Maurant Building at 1 pm.

Tuesday, April 14th

Women's Health Promotion Activities at 7 pm in the Maurant Building's Lake Room.

Wednesday, April 15th

Election Ice Cream Social at the Maurant Building at 2pm.

UAS Student Government Elections. Times and locations of polling places to be announced.

Thursday, April 16th

UAS Student Government Elections. Times and locations of polling places to be announced.

Friday, April 17th

Fun Facts Faculty Friday (FFFF) in the Maurant Building at noon.

Sunday, April 19th

Family Film Series featuring *Singin' in the Rain* at JDHS at 2pm.

Free UAS/Family Swim at the Pool from 6:30pm to 8pm.

Wednesday, April 22nd

JAHG/UAS Film Series at JDHS at 7pm. Admission is \$3 for UAS students.

Cafe Maurant Series, 7pm.

Saturday, April 25th

UAS Student Government Fundraising Car Wash with time and place to be announced.

### UAS Open Gym

Volleyball  
Sundays 5-7pm  
Mendenhall River

Basketball  
Tuesdays 8:15-10pm  
Wednesdays 6-8pm  
Auke Bay School

log/Adviser will help students evaluate the skills they need to master in order to pass competencies and receive WGU credentials.

Departing again from traditional education, the WGU will emphasize student competency and rigorous assessment of skills rather than "seat time" and credit hours. Competencies focus on whether learning has occurred and the student has mastered the material necessary for licensing, certification, or a degree. In early 1998, WGU expects to offer a competency-based Associate of Arts degree, Associate of Science degree, and certification for an electronic technician. Plans are underway eventually to offer a full spectrum of programs from workplace certification to graduate degrees. WGU will not compete with traditional universities. On the contrary, staff from participating universities are the main teaching backbone of WGU, and these instructors have the new challenge of formatting their lectures and class materials to meet the soaring need for distance learning.

In the June 1997 issue of Forbes magazine, UAS was cited "as one of the top 20 cyber-universities in the U.S." As a participant in the new WGU, UAS has plans to increase the number of distance learning courses already available. In order to facilitate a transition from

Continued on page 8

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## Leaders. . .

Continued from page 3

amends to his family and his country are not options for the president. He could then go on, learn from his mistakes, and become a better person. A better person makes a better leader. Clinton cannot confess to his "human frailties" without the American public hanging him out to dry.

So, we are back to admitting that it is difficult to apply our average-guy, middle-class standards to the top dude in the country. He is not minding his own business in the privacy of his own home; he is minding it in the White House. Granted, his fidelity is between him and his wife, but his character is the concern of Americans. Americans used to believe that good character was of utmost importance in a president. We try to dismiss character as a factor necessary for a leader because we do not want to appear judgmental. We will have to pick the "mote" out of our own eyes in order to point at the one in Clinton's. We ignore the essential principles of a leader, the ability to lead because others wish to follow. Goodman reminds us that we used to look up to our leaders, not at them.

We can call a spade a spade, we can use that faculty called reason to pronounce something is wrong, and we don't have to risk going to hell for it. We can forgive him, but still "fire" him. We do not have to shrug our shoulders and bemoan the state of government. How many youngsters of today say, "Boy, I wish could be president, like President Clinton." Instead, they ask "Mom, what's oral sex?"

I did not struggle to develop an interest in politics to watch "ET! Goes to Washington." I do not "approve of the job" Clinton is doing because I do not believe the man can be separated from the job. What we do says a lot about who we are. I personally do not expect perfection from my president, but I want something closer to it than Bill Clinton. I do not know if these allegations are true, but I don't recall women popping up all over accusing George Bush of hanky-panky. And it's not because Bush was Republican either.

Mrs. Clinton attempted to appeal to my intellect by publicly stating that the American people are "savvy" and will not allow themselves to be bogged down by these accusations. I do not need my ego stroked, nor do I need to be "savvy" to determine what characteristics are vital in a leader. He is not a businessman with a private life, he is the president with a public responsibility to lead. I do not want to simply forgive and forget so that I may go on to applaud his foreign policies. I want a president I can look up to, not an average guy.

I want something a little closer to a Mother Teresa type, a Ghandi, someone I can admire, and emulate, and ultimately follow. Without this, how can I be loyal, patriotic? Right now, I wouldn't know patriotism in my country if it bit me in the face. Am I asking for too much in a leader?

**Brenda Shrum is a senior in the BLA communications program who also manages to watch as little television as humanly possible.**

## Sea lions. . .

Continued from page 1

also helped out. The observations were done as part of a much larger monitoring program involving harbor seals and sea lions in Glacier Bay.

Mathews has sent her findings to her supervisor, but neither Park Service officials in Gustavus or Anchorage have seen her report yet and they were not prepared to comment on the details. However, they did say that any recommendations would likely be considered.

She says her goal is simply to present agency officials with the data, not dictate policy to them.

"If the goal of the Park Service or the National Marine Fisheries Service is zero tolerance of disturbance, then clearly the 100 yard limit isn't good enough," she said. However, she also added, 80 percent compliance may very well be acceptable to them, and distance is also not the only factor that affects sea lion behavior.

The Park Service will likely review her report this summer, but any potential changes -- besides an increased education effort to raise public awareness about sea lion disturbances -- may not occur until a later season.

## Virtual university. . .

Continued from page 7

the real classroom to the virtual classroom, UAS initiated Polis, a computer-based interim approach toward the full virtual university program. Through Polis, the instructor designs a homepage allowing virtual communication with students about assignments, questions, and basic data to help students in this new, unfamiliar cyber-space environment. Unlike the communication time-lag associated with traditional correspondence courses, Polis is an example of how the virtual classroom will have prompt, one-on-one feedback between instructor and student.

Currently, UAS delivers distance learning by satellite as well as video and audio conferencing. But according to Susan Warner of the UAS Media Service Center, "It makes good sense to do this [electronic] migration in discrete steps" while developing an adequate infrastructure to proceed with the WGU.

Gov. Tony Knowles is an enthusiastic supporter of WGU, stating, "The concept of an electronically accessed virtual university is most timely, and the founders are to be congratulated for their vision. I believe the WGU will fortify and energize higher education in Alaska and enable our residents to better prepare themselves for the 21st Century."

Shirley Grubb, an Assistant to the Dean at UAS, is not hesitant to explain, however, that "there are many things to work out, such as interstate tuition costs and the location of Alaska's 'one-stop shopping' center that will provide access to all of WGU's services." Grubb has no doubts that good planning and implementation will mesh into a serviceable organization.

According to the automotive corporate phrase, "lead, follow, or get out of the way," you can be sure WGU is leading students young and old in the distance learning market for higher education. WGU has ambitious goals to expand inter-state classroom access through multiple technologies, provide formal recognition of acquired skills and knowledge through competencies, and minimize the cost of acquiring an accredited degree or certification. In addition, WGU is reaching a wide array of students and offering courses from a wide array of sources.

So, perhaps continuing education is in your personal forecasting either by choice or necessity. If you shy away from electronic learning particularly on the internet, you need to start bending your mind toward the future. The virtual university has arrived, and it will only improve with age. Four years ago, Peterson's college guide listed 93 cyber schools. The 1997 Distance Learning guide includes 762 virtual schools, not including WGU. Cyber students are predicted to more than triple by the turn of the century.

For a good look into the electronic classroom, Pam Dixon's 1996 book *Virtual College* (published by Peterson's in New Jersey) is easy to read and full of tips and facts to help understand this explosive market that is breaking time and space barriers traditionally associated with learning. Dixon also lists several on-line resources for your convenience and exploration. Background information on WGU as well as the latest progress made in implementation may be accessed through the internet Alta Vista search engine at: <http://www.westgov.org/smart/vu/vu.html>

Lance Morrow, a senior journalist on the Time magazine staff, prophesied in a March 1993 essay, "The Tempering of America" the following changes in the workforce:

"America has entered the age of the contingent or temporary worker, of the consultant and subcontractor, of the just-in-time workforce — fluid, flexible, disposable. This is the future. Its message is this: You are on your own. For good (sometimes) and ill (often), the workers of the future will constantly have to sell their skills, invent new relationships with employers who must, themselves, change and adapt constantly in order to survive in a ruthless global market."

Although Morrow does not offer a resolution to the chaotic job scene, one obvious solution for people who want a career, who want to stay current in their jobs or move ahead, or who simply want to avoid being unemployed is to update their knowledge and skills continually. In this respect, WGU is right on time with a dynamic vision to align with the needs of a transforming economy and society.



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### UAS Classifieds

#### Help Wanted

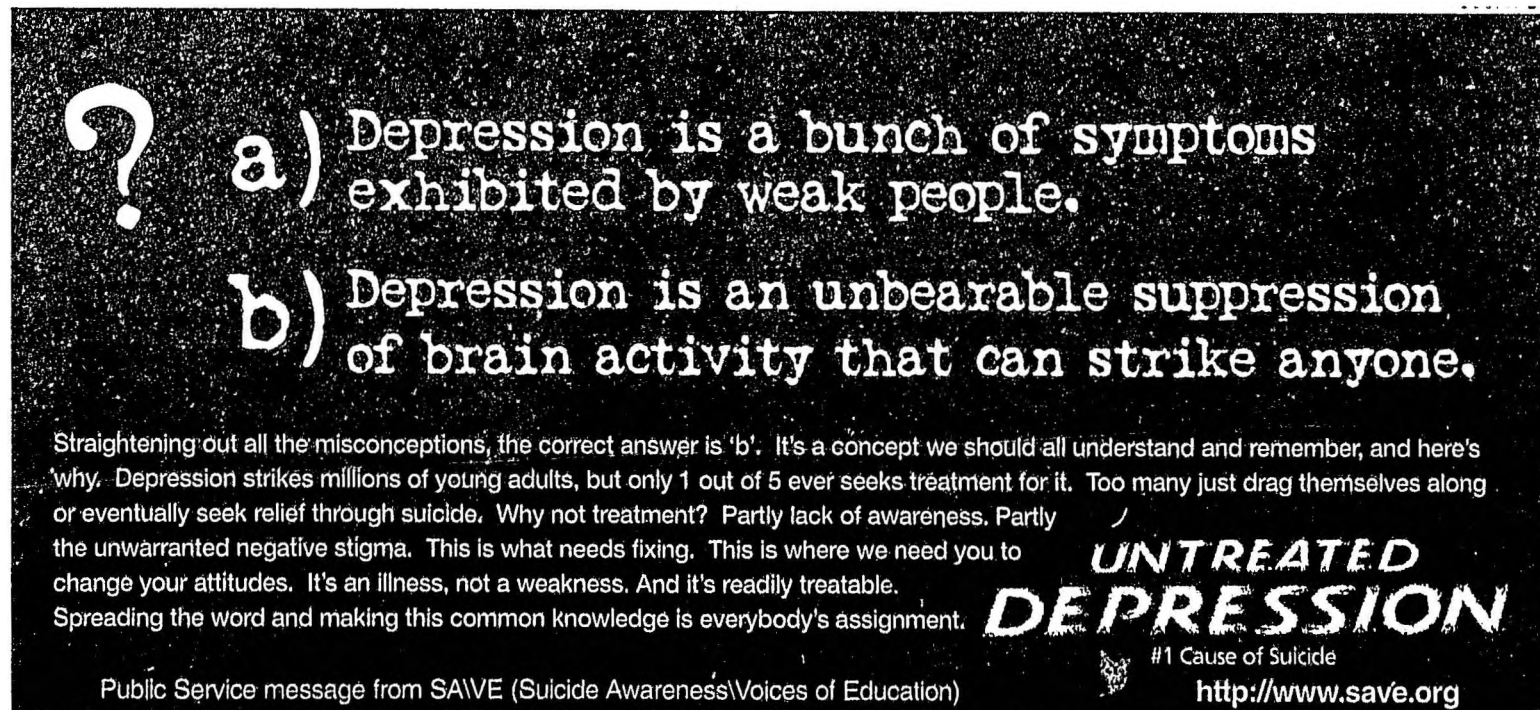
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? a) Depression is a bunch of symptoms exhibited by weak people.  
 b) Depression is an unbearable suppression of brain activity that can strike anyone.

Straightening out all the misconceptions, the correct answer is 'b'. It's a concept we should all understand and remember, and here's why. Depression strikes millions of young adults, but only 1 out of 5 ever seeks treatment for it. Too many just drag themselves along or eventually seek relief through suicide. Why not treatment? Partly lack of awareness. Partly the unwarranted negative stigma. This is what needs fixing. This is where we need you to change your attitudes. It's an illness, not a weakness. And it's readily treatable. Spreading the word and making this common knowledge is everybody's assignment.

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